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ABSTRACT

This plan, designed for implementation in the Jackson and Josephine County library systems in Oregon, describes a cooperative method of staff development. The first section includes a brief discussion of the historical background to the training program, the service populations and staffing for the two counties, the continuing education resources of Southern Oregon, and management attitudes and policy. The second section outlines a comprehensive concept for staff development, broken down into goals and subgoals, general programs, departmental programs, individual program needs, and subject training programs. Each of the latter contains subsections, where appropriate, that describe the participants, objectives, suggested activities, and evaluation to be used. An appendix, the largest portion of the document, presents a glossary of terms, outlines a step-by-step systems approach to the design of such training programs, and includes a suggested program form and a program evaluation form. (JD)

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JACKSON - JOSEPHINE
COUNTY LIBRARY SYSTEMS
COOPERATIVE STAFF DEVELOPMENT PLAN

JUNE 28, 1976

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Frank J. Swan

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

Approved by_____County Library

System Board of Trustees_____1976.

_____ President

_____ Library Director

IR006507

PREFACE

To the Staffs of the Jackson & Josephine County Library Systems:

This Staff Development Plan was really begun in June, 1975, as a part of my involvement with the Western Interstate Commission on Higher Education's Institute on Library Staff Development. The written needs assessment questionnaire that you all completed for me in September, 1975, was an early and vital part of this whole process. Since February, 1976, the In-Service Training Committee (now called the Staff Development Committee) has been involved in the creation of the staff development plan.

I believe the plan before you is a good and comprehensive one, but it is not complete, nor should it ever be. The plan has been written with our needs in mind. However, as personnel change, as we grow and change, and as we change our service patterns to meet the needs of our patrons, this plan too must change if it is to remain useful and beneficial to us.

At times, you've all had opportunities to provide input for staff development. Such staff input is a necessary part of the process, and it must continue. It is, after all, your plan, and we must all live with the result. If you find that this plan does not satisfy you or is not meeting your needs, let the Staff Development Committee know. Please offer your ideas and suggestions generously and frequently.

I would like to acknowledge with sincere appreciation, Directors Ed Budge of Josephine County and Hardin Smith of Jackson County as well as Staff Development Committee members: Ruthanne Boyer, Ken Jones and Jean Smith (past member) of Josephine County; and Ronnie Budge, Beth Eisenhood, Nellie Sanderson and Rose Ellen Uhreen of Jackson County. Without their great patience, time, and efforts this plan could not have been written and would not be all that it is.

Frank Swan, Assistant Director
Jackson County Library System
June 28, 1976

TABLE OF CONTENTS

		PAGE
	Preface	i
	Contents	ii
	Contents	iii
	ENVIRONMENTAL BACKGROUND	
IA.	Historical Background	1
IB.	Service Populations & Staffing	2
	1. Josephine County	
	2. Jackson County	
IC.	Continuing Education Resources	3
ID.	Management Attitude & Policy	4
	COMPREHENSIVE CONCEPT FOR STAFF DEVELOPMENT	
IIA.	Introductory Comments	5
IIB.	Overall Program Goal	6
IIC.	Subgoals for Training Activities	6
IID.	General Programs	8
IIE.	Departmental Programs	9
IIF.	Individual Program Needs	10
	1. Courses of Direct Library Benefit	
	2. Courses of Indirect Library Benefit	
IIG.	Subject Training Programs	11
	(For List of Subject Training Programs See Next Page)	
	APPENDIX	
	Glossary	12
I.	Goal of the Staff Development Committee	13
II.	Functions of the Staff Development Committee	13
III.	STEPS IN PREPARING TRAINING PROGRAMS	
	A. Feedback and Evaluation	14
	B. Define the Problem	15
	C. Establish the Goal	15
	D. Write Objectives	16
	E. List Possible Activities	17
	F. List Any Constraints	17
	G. List Any Requirements	17
	H. Develop Lists of All Known Components	18
	I. Prepare Summary of Resources	18
	J. Decide and Implement	19
	FORMS	
	Suggested Program Form	20
	Program Evaluation Form	21

TABLE OF CONTENTS

PAGE

IIG. SUBJECT TRAINING PROGRAMS

1. New Employee Orientation ---------- 11-1
2. Departmental Job Exchange ---------- 11-2
3. ALA Filing Rules ---------- 11-3
4. Materials Selection ---------- 11-4
5. Patron Interview Techniques ---------- 11-5
6. Basic Introductory Reference ---------- 11-6
7. Basic Circulation Techniques ---------- 11-7
8. Government Documents ---------- 11-8
9. Basic Cataloging & Classification ---------- 11-9
10. Theory & Technique of Classification & Descriptive Cataloging ---------- 11-10
11. Bibliographic Searching & Ready-made Cataloging -------- 11-11
12. Reference Problems in Local History ---------- 11-12
13. Discovering Local Community Resources ---------- 11-13

ENVIRONMENTAL BACKGROUND

JACKSON - JOSEPHINE COUNTY LIBRARY SYSTEMS
COOPERATIVE STAFF DEVELOPMENT PROGRAM

I.

A. HISTORICAL BACKGROUND of the training program

A library staff training program was first formally started in 1971 in Southern Oregon when Jackson County Library Director Hardin E. Smith, with board approval, inaugurated a quarterly In-Service Training day during which all Jackson County Libraries would close and all staff members would attend. The first several sessions were mainly spent enabling the staff to get to know each other and the system as a whole. These sessions were generally open to other neighboring libraries and frequently open to the public as well. Josephine County Library System frequently attended and cooperated in these training days. In 1973 Jackson - Josephine County Library Systems formally decided to cooperate fully in future training programs.

The In-Service Training Committee was formed in late 1974 with the approval of directors Ed Budge, Josephine County Library System, and Hardin Smith, Jackson County Library System. The original members of the group requested its formation in order to try to make staff training programs more interesting, involving, and directly useful for our staffs. This committee is composed of members from Josephine County Library and members from Jackson County Library. Members come from all major departments and also represent both supervisory and clerical staff.

The In-Service Training Committee shall hereafter be known as the Staff Development Committee.

I.

B. SERVICE POPULATIONS AND STAFFING INFORMATION OF THE TWO LIBRARY SYSTEMS

1. The Josephine County Library System comprises a main library and three branches, with a total full-time staff equivalent of about 30 persons; six are librarians with the MLS degree. This system serves a county of approximately 46,000 people, of whom about 14,000 live in Grants Pass, the location of the main library. The Illinois Valley Branch Library, located in Cave Junction (population: 1000; staff of 5 FTE), serves the 10,000 persons who live south of Hayes Hill. The Williams Branch (open 10 hours per week) serves some 2500 people who live in the southeastern corner of the county. The Wolf Creek Branch (open 12 hours per week) serves the 5000 people who live north of Mt. Sexton. This library system delivers primarily basic library services to its community on a limited budget.

2. The Jackson County Library System serves a county population of 108,000 of which about 34,000 live in the incorporated city limits of Medford, with an unincorporated population of about 15,000 surrounding the county seat. About 14,000 people reside in Ashland, the county's second largest city. Both towns are served by 1911 Carnegie library buildings.

   Medford staff comprises 6 degreed librarians, 3 paraprofessionals (by job classification), and about 24 additional full-time persons in a variety of clerical positions. Ashland is staffed by 3 librarians with MLS degrees and about 5 full-time clerical employees. Both libraries also have several part-time hourly employees. Of the Medford staff, 1 professional, 1 paraprofessional and 4 clerical staff are employed in processing, and 4 other clericals are office staff.

   Most of the remaining Jackson County population resides in 11 scattered small towns and unincorporated population centers ranging in size from about 400 people up to about 5000. Average populations of these towns are about 1700. These 11 towns and population centers are served by community libraries most of which are open only about 20 hours a week and are generally run by only one person. Although some of these community librarians have managed to acquire some formal library training during the term of their employment, they are the exception rather than the rule.

   Public library programs in Jackson County are the most basic type and are limited by decreasing financial resources.

I.

C. CONTINUING EDUCATION RESOURCES AVAILABLE TO SOUTHERN OREGON

Opportunities for formal continuing educational training are currently available in the Rogue Valley area at Southern Oregon State College (SOSC), an accredited four-year college in Ashland, and at Rogue Community College, a two-year institution at Grants Pass. Courses in business, data processing, etc., are also available at the Oregon College of Business in Medford. A variety of other courses are available at the Free University in Ashland. Evening Adult Education Courses are offered by local school districts. Additional resources that are available for the Jackson and Josephine County Library Systems to draw upon are: the State Department of Continuing Education, the OLA Committee on Continuing Education, the Western Interstate Library Coordinating Organization (WILCO), and the Oregon State Library.

The nearest accredited MLS program is at the University of Oregon at Eugene, a three-hour drive from the Rogue Valley. As well as offering an MLS program for students, the University of Oregon School of Librarianship states among its goals:

* To provide for the on-going education of librarians and library supportive staffs within the State of Oregon,

* To aid libraries in meeting personnel needs while furthering career opportunities for librarians.

In so doing, this program seeks to serve (among others):

* All professional librarians working and/or living in Oregon.

* Supportive staff of all types of libraries in Oregon as detailed in the Library Education and Manpower Statement. (Excerpted from U of O Library School "Goals and Objectives Committee revised report of Feb. 25, 1975.")

I.

D. MANAGEMENT ATTITUDE & POLICY

A library is not just a collection of books. A library is an educational institution designed to provide individuals with the materials and services needed for self help and self development. A library's collection contains information and materials in all realms of knowledge and must be organized and housed in a way that makes easy and complete retrieval possible. This requires a highly trained and dedicated staff that in composite has a competency and general familiarity in all areas of knowledge. With such a staff, a carefully developed materials collection can be a major asset to its community. Without such a staff, the best and most complete materials collection can be inaccessible to its community. Therefore, one of the library's goals must be to insure the existance of a program of continuing education and development for its staff.

Library staff will be developed by careful recruitment, organization, training and incentives in order to provide the best possible public service within available funds. The professional staff is to be selected nation-wide with attention to obtaining people from several different library schools. Employees are encouraged to continue their education by attending professional association meetings, workshops and seminars, and by reading professional literature. A continuous staff development program for all personnel will be conducted, supplemented by a staff newsletter and department head, department and branch meetings. All employees should be kept up-to-date on what is happening in the system and in libraries generally. Alertness to user needs, eagerness to serve, courtesy and helpfulness are essentials to be developed in all staff. Adequate compensation, pleasant working conditions and reasonable fringe benefits are to be provided as far as available funds permit. Superior performance and ability should be encouraged and recognized.

In order to accomplish this and provide adequate library services to the citizens of Jackson and Josephine Counties, the library systems must have personnel who are:

1. aware of the philosophy and purposes of public libraries in general;
2. cognizant of the direction and changing scope of the library profession and its services in the state and nation;
3. dedicated to providing courteous and efficient library service to the citizens;
4. fully aware of the scope and direction of their entire library system and all of its departments;
5. responsive to the functions and needs of all other staff and departments;
6. knowledgeable and capable in their own job functions;
7. able to analyze their own functions in order to make or recommend desirable changes;
8. highly motivated in their work and in public service generally; and
9. interested in people and all areas of knowledge.

COMPREHENSIVE CONCEPT FOR STAFF DEVELOPMENT

II. A COMPREHENSIVE CONCEPT FOR STAFF DEVELOPMENT:

A. INTRODUCTORY COMMENTS

The Staff Development Committee was charged with writing a "two year plan for orderly, goal-oriented staff development (by July 1, 1976) which recognizes and addresses itself to priority training needs of all departments and all staff levels."

The committee has interviewed staff and administration to determine priority training needs of all staff and has translated those needs into a statement of goals and sub-goals for staff development.

The committee has also agreed that the sub-goals can best be achieved through a variety of programs. These programs would include attendance at professional conferences, regular departmental meetings, enrollment in formal classes, group meetings of all staff, and a series of training workshops, limited in size, geared to the specific needs of those staff participating.

The committee has designed a number of different training workshops with which a new program of staff development can begin. These activities, operating simultaneously and/or sequentially, will involve a number of staff in intensive training designed to enable them to better serve the public. As these training activities are carried on, additional activities will be designed which will involve different staff members and which will begin as previous training sessions are ended. It is expected that feedback from the earlier training sessions will influence the design of subsequent activities.

Thus, over the next two years there will be two annual group meetings of all staff, a changing series of workshops involving different staff members at different times, regular departmental meetings, continued attendance at professional conferences, and other mentioned programs--all geared to the achievement of the stated goal for staff development (II B).

The total number of hours devoted to staff development activities, however they may be divided up among staff, will approximately equal the total number of staff hours which would otherwise be devoted to quarterly day-long meetings plus the other staff development activities carried on in recent years.

It is obvious that the program outlined above will involve the need for continued management and coordination. The Staff Development Committee will continue to meet on a regular basis for the purposes stated in the appendix, Page 13, part II.

II.

B. THE OVERALL PROGRAM GOAL: The goal of the library staff development program is to constantly improve the whole staff's capabilities to deliver present library services and programs to the public in an increasingly accurate, efficient and courteous manner and to prepare employees for delivery of new services needed by the public.

C. SUBGOALS FOR TRAINING ACTIVITIES:

NOTE: The various programs which follow and those to be designed in the future, are intended to accomplish the sub-goals listed below. However, there is not necessarily a one-to-one relationship between sub-goals and activities, i.e., several activities may be designed to accomplish portions of the same goal, and one activity may accomplish several goals. This list of sub-goals is not meant to be complete but is expected to be added to and revised frequently as will be the programs which follow.

1. Staff are acquainted with the history and purpose of libraries, and with the goals, philosophy, organization, and procedures of the library system in which they work.

2. Staff maintain a positive courteous and supportive attitude among staff and between departments within the library and with the public.

3. Staff are able to ascertain what the patron needs and make appropriate referrals where necessary.

4. Staff are acquainted with the operations of one or more departments (other than their own) in the same or another system.

5. Within a given department, staff members are able to fill in for each other in case of absence, to the extent necessary to keep the department functioning.

6. Staff are capable of teaching library skills to the patrons they serve.

7. Staff are familiar with basic cataloging and classification theory and technique to the depth required by their job assignment.

8. Staff are able to make minor repairs and adjustments on department equipment with which they normally work.

9. Staff charged with reference duties are skilled in the use of basic reference techniques and tools available to them.

II.

C. SUBGOALS FOR TRAINING ACTIVITIES (CONT'D)

10. Staff charged with reference duties, and who are skilled in the use of basic reference techniques and tools, are skilled in sources of information on local history and local community resources, and in the use of basic government documents, to the depth required by their job assignments.

11. Public service staff are able to give reader's advisory service to the patrons they serve.

12. Staff charged with filing into the card catalog are able to determine correct filing order by consulting the ALA filing rules as amended by the head of the processing department.

13. Staff so charged by management can organize and present promotional programs to the extent required by their job assignments.

14. Supervisory staff are acquainted with principles of personnel management and are capable of making efficient use of their subordinate staff, while promoting good morale and the welfare of each worker.

15. Management staff are aware of financial and budgetary conditions within the library system, and are competent to seek out and utilize alternative sources of funding, gifts, and donated services in developing library programs.

16. Staff charged with circulation duties are skilled in basic circulation techniques.

17. Staff have the opportunity to explore, develop and implement specific types of resource sharing between neighboring library systems.

NOTE: in sections II D, E, and F which follow; INTERIM RECOMMENDATIONS are used to point out areas that the Staff Development Committee will need to expand with specifics in the future.

II.

D. GENERAL PROGRAMS

1. Staff need to be provided opportunities to:

   a) learn what is happening elsewhere in the state and nation in the library profession;
   b) meet with librarians from other libraries in the state and nation to broaden their outlook and perspective; and
   c) take advantage of beneficial programs produced by Southern Oregon State College, the University of Oregon, Oregon Library Association, Pacific Northwest Library Association, Rogue Community College and the State Department of Continuing Education, etc.

   INTERIM RECOMMENDATION - to fulfill these needs it is recommended that budgeting allow time and funds for rotating attendance of staff (and trustees) at professional conferences, conventions, workshops and classes, and for wide intra-staff access to professional journals and library newsletters.

2. Opportunities need to be provided for all staff to get together occasionally in a situation free from daily work requirements for the purposes of:

   a) trading ideas and viewpoints;
   b) introducing new employees to the staff at large;
   c) enabling staff to renew acquaintances with members of other departments and systems;
   d) hearing programs of general interest to the entire staff;
   e) improving interpersonal relations, communication and morale between all employees, departments and members of neighboring library systems;
   f) giving input to systems goals; and
   g) offering input for new training programs.

   INTERIM RECOMMENDATION - within the parameters of the above needs, the continuation of all-day general sessions is recommended; the meetings to be on an annual basis and to include library system closure.

II.

D. GENERAL PROGRAMS (CONT'D)

3. The personnel need access to a staff manual providing system-wide information on all departments, all policies, and all basic procedures.

Recommend that priority efforts be given system-wide to the completion of the staff manual; further recommend that consideration be given to the procedures needed to keep the manual current at all times.

II.

E. DEPARTMENTAL PROGRAMS

Recognizing that regularly scheduled departmental meetings are necessary for purposes of discussing routine business, etc., departmental personnel could also benefit from infrequent sessions of long duration (4 - 8 hours) in addition to the annual general session. These would be specially scheduled by the department head(s) to be free from interruption and the pressures of daily operations in order to:

1) study and solve specific major departmental problems,
2) provide specific required departmental group training, or
3) provide opportunity for planning inter-system departmental resource review and sharing.

INTERIM RECOMMENDATION - budget and time allowance be made for specifically needed longer departmental sessions to be held under closed conditions for purposes of departmental problem solving or specific departmental training. This recommendation might also require the department head to prepare stated objectives of the session(s) for the director and/or Staff Development Committee for inclusion within the training program when closed time is required.

II.

F. INDIVIDUAL PROGRAM NEEDS

The Jackson and Josephine County Library Systems recognize the desire of individual staff members to enroll in formal classes provided by the region's various education institutions. Such classes are of two types: 1) courses of direct library benefit 2) courses of marginal library benefit.

1) COURSES OF DIRECT LIBRARY BENEFIT - such as business or library courses which could improve staff knowledge in librarianship and business management and/or perhaps lead to obtaining an MLS. For other courses which might fit this category, staff members should consult with the administration prior to taking the class.

Staff should be able to state expected benefits to the library accruing to the employee's current job function as a result of satisfactory course completion.

INTERIM RECOMMENDATIONS - in order to encourage staff to avail themselves of such educational courses, the Staff Development Committee recommends that:

a) some means be established to give career guidance to staff planning to take courses leading to advanced degrees in librarianship,
b) plans be made to establish a realistic and practical career ladder within the library systems to recognize individual staff self-improvement in the vocation, including provision for rewards such as salary increments, job reclassification, and promotions,
c) a release-time scheme be established to enable staff to avail themselves of formal educational programs.

2) COURSES OF MARGINAL LIBRARY BENEFIT - such as classes relating to hobbies or personal development which are not directly related to staff members' current job functions.

While the library systems seek to encourage staff to take classes, no scheme of rewards or formal encouragement would be established for classes of marginal library benefit.

II.

G. SUBJECT TRAINING PROGRAMS

Although the Staff Development Committee will attempt to initiate workshops on a priority basis, programs presented under this heading are not in any particular order.

These programs may frequently use, but are not limited to, a small group workshop format. Workshops included here are in various stages of development at this time. The committee expects these workshops to be revised after implementation to increase program effectiveness. Therefore, staff are urged to remember that the purpose of evaluation related to specific training programs is to improve those programs rather than to grade participants.

The Staff Development Committee expects this list of workshops to be added to continuously; and it welcomes and requires a constant flow of new program ideas from the staff. Department heads should be aware of and responsive to training needs within their departments and should be especially active in suggesting and helping to develop training programs.

Program ideas from staff should be given in writing to any member of the Staff Development Committee who will then present it at the next meeting of the whole committee.

The activities listed for each workshop are just suggestions. Final choice of activities should be predicated on their relevance to the stated objectives with careful consideration of budget constraints and time restrictions on the staff and other library operations. Responsibility for the development of program activities designed to fulfill specific objectives may be given to other staff with interest or expertise in the subject (or, when funds allow, to individuals or organizations outside of the library). In all cases, a written program of objective-related activities must be given to the Staff Development Committee at least one month prior to the program date so that the committee can prepare announcements and plan schedules, etc.

II.

G.

1. SUBJECT:

New employee orientation.

OBJECTIVES:

Within 30 days of employment, each new employee will complete a series of orientation activities which will enable the employee to be able to:

a. tell how their department and job fits into the overall library function.
b. find specific other staff members, departments and special-use rooms as needed.
c. demonstrate basic job competency as required by given duties.

SUGGESTED ACTIVITIES:

1st Week — The new employee will be introduced by the department head (or designee) to the staff of the department in which the person will work and to the staff of the business office.

The employee will be given time to read the staff manual and the goals of the system as set by the director.

The employee will be given a brief tour of the entire building.

The remainder of the first week will be spent in becoming acquainted with the job and the work of the department.

2nd Week — During this week the employee will spend part of each new day in a different department being introduced to that department's members and being given a brief description of the department's functions and main features by department personnel.

The remainder of the time will be spent becoming further acquainted with the job.

EVALUATION:

a. A check sheet might be used to insure that the employee has gone through all phases of orientation.

b. The employee might be interviewed at the end of the month to assess the value of the orientation.

II.

G.

2. SUBJECT:

Departmental job exchange.

OBJECTIVE:

Within one year of implementation each employee will be given the opportunity to gain a personal understanding of another department and to especially understand another staff member's job relation to one's own job.

SUGGESTED ACTIVITIES:

Department heads and branch librarians would coordinate scheduling of employees so that each employee will be teamed with a "buddy" in one or more departments (other than his/her own) in the same or another system. Each employee may spend at least 5 but not more than 10 hours observing and participating in this "buddy's" daily work. The "buddy" should attempt to show where her/his job fits into the overall operations.

EVALUATION:

A questionnaire will be presented to each employee who participates in the departmental job exchange for his/her evaluation of the worth of the experience. These questionnaires will be reviewed by the Staff Development Committee, the director of the system and the affected department heads.

II.

G.

3. SUBJECT:

ALA filing rules.

OBJECTIVE:

At the end of the program, all participating staff a) can, without consultation, correctly interfile any given set of cards in the card catalog and, b) can cite the rule(s) which govern the filing of any particular card in the catalog.

ACTIVITIES:

1. Staff charged with filing, including filers in branches, will meet weekly for a total of _____ one-hour sessions. ALA rules for filing catalog cards will be explained in detail, including the library system's deviations from the rules. Problem sets will be given, evaluated, and discussed at each session, including both problems of filing and problems of retrieval of specific cards from the file. Where appropriate, filing in shelflists and other files not conforming to the ALA rules will be discussed so that the differences between various kinds of files is understood.

2. After the initial training program, staff charged with filing will meet periodically for the purpose of refreshing their knowledge of filing rules and practices, discussing revisions and changes in the rules, and reinforcing the knowledge and skills of new filers. The number and length of sessions needed will vary with the number of revisions and with the number of new personnel to be trained.

EVALUATION:

1. The effectiveness of the training program will be evaluated by measuring the increase in participants' knowledge of and skill in filing during the training period. Specifically, the difference between participants' scores on a pre-test and on a final test of similar kind and difficulty will be considered an index of the success of the training program.

2. The effectiveness of the annual "refresher" meeting(s) will be difficult to assess in objective terms, except in the case where the amount of training approximates the length and complexity of the original training program and can be evaluated in the same way. For briefer meetings, discussion of the refresher session by the participants should give a reliable estimate of its value to them.

II.

G.

4. SUBJECT:

Materials selection.

OBJECTIVE:

Upon completion of this program participants will understand the main principles of their system's selection policy and how it fits into the historical context of library philosophy (both local and national), will be able to cite the rationale of the policy, and will be able to correctly aid a patron with a selection complaint.

SUGGESTED ACTIVITIES:

a. A talk (perhaps by an invited speaker) on historical attitudes of public libraries toward book selection vis-a-vis censorship, obscenity, controversial materials, religious materials, violence, racism, sexism, etc.

b. Explanation by the Director (or a Trustee) of what the materials selection policy of the library is.

c. A panel discussion on materials selection policy and procedures.

d. A presentation by the book selection committee(s) of procedures used by the committee.

e. A dramatization of recommended procedures for handling patrons dissatisfied with materials or selection policies, with a question and answer session to follow.

f. A debate on a controversial issue relating to book selection, e.g., should a library banish all sexist books from the children's department?

EVALUATION:

The effectiveness of these activities could be evaluated by noting any change in the way staff represent the library system's book selection policy to the public.

II.

G.

5. SUBJECT:

Patron interview techniques.

OBJECTIVE:

At the end of the program participants will be able a) to conduct a reference interview and b) restate the real question for which the patron is seeking an answer in such a way that it can be handled by a trained reference librarian without any additional information being needed.

ACTIVITIES:

Groups of approximately 10 persons will meet twice weekly for a total of eight one-hour sessions. The group will be presented with typical interview situations; will discuss appropriate ways to conduct interviews, paying attention both to verbal and non-verbal communication techniques and emphasizing the need for courtesy and respect for the patron's privacy. The group will practice extracting needed information from patron, learning to judge when enough has been obtained, learning to judge level or extent of information needed, and transcribing the result into written form in a simple but complete manner.

EVALUATION:

Participants conduct simulated reference interviews at the beginning of the first session and transcribe the questions into written form. The written questions are given to a reference librarian who has not participated in the session, who sees if all needed information is included. The same test is repeated at the end of the training program, and the amount of improvement noted.

II.

G.

6. SUBJECT:

Basic, introductory reference.

OBJECTIVE:

At the end of the program, participants will be able to locate answers to a given number of beginning-level reference questions in the tools available in the library or department where they normally work.

II.

G.

7. SUBJECT:

Basic circulation techniques.

OBJECTIVE:

All staff who participate in the training program are able, at the end of the program, to:

a. check out library materials to a patron,
b. slip returned materials,
c. calculate and explain service charges for overdue and lost-and-paid materials,
d. set up the circulation desk,
e. handle reserves,
f. and perform other routines which are basic to their library's circulation desk.

ACTIVITIES:

Circulation staff needing training will meet once a week at the circulation desk for a one-hour training session. There will be a group leader - the head of circulation or this person's assistant plus guest leaders as appropriate.

Each session will be devoted to one of the 5 (or more) basic circulation routines, or to a part of one routine. The group will be presented with an oral overview of the routine, then given a demonstration in which all participants are shown each step in each procedure they are expected to know. Each participant will then duplicate each procedure as done in the group demonstration. The leader can hold a simulated demonstration in which each participant must search out the problem and correct it following the preferred procedures. A procedural outline will be available in the department, to which staff can refer.

Once the (bulk of) staff is trained, the one-hour sessions will occur once a month to cover changes in or additions to routines. Individual sessions focusing on the same techniques as group sessions will be held with new members when they are hired.

EVALUATION:

A checkoff sheet will be prepared for each employee showing that each basic routine has been covered in training.

II.

G.

8. SUBJECT:

Government documents.

OBJECTIVE:

At the end of the workshop participants will be able to locate answers to a given number of reference questions in the government documents available in the library where they work.

II.

G.

9. SUBJECT:

Basic cataloging and classification theory and techniques.

PARTICIPANTS:

Basically for staff not involved with cataloging and classification functions.

OBJECTIVES:

At the end of the program all participants:

a. will be able to identify and interpret all elements of a catalog card or shelflist card,
b. are familiar with the main divisions (second summary) of the Dewey Decimal Classification and the general way in which classification numbers are assigned and call numbers are constructed,
c. are able to put a list of call numbers in sequence,
d. can find any book by its call number,
e. are acquainted with the basic structure of Library of Congress Subject Headings, and
f. are able to use subject headings in a catalog to find books on any given subject.

ACTIVITIES:

a. Participants will meet in small groups for ____ sessions of 1 - 2 hours during which the catalog card, shelflist card, Dewey Classification System, call numbers, LC Subject Headings, and general searching techniques will be explained and discussed, using examples and visual aids where appropriate.

b. Problems will be given in interpreting catalog cards, shelflist cards, and call numbers, as well as problems in searching for books on particular subjects.

EVALUATION:

Prior to training, participants will be given a test on the interpretation of catalog cards, shelflist cards, and call numbers; they will also be asked to find books on particular subjects. Similar tests will be given at the end of the training, with the difference in the scores serving as an index of the effectiveness of the training program. Participant satisfaction may also be solicited.

II.

G.

10. SUBJECT:

Theory and technique of basic classification and descriptive cataloging.

PARTICIPANTS:

Primarily for staff whose job functions are involved with cataloging and other processing activities.

OBJECTIVES:

At the end of the program, participants:

a. will be acquainted with descriptive cataloging practice as codified in the Anglo-American Cataloging Rules (or other appropriate authority) as modified by the library system's processing department,

b. will be acquainted with subject cataloging practices and the structure and manner of subdivision of the Library of Congress Subject Headings,

c. will be acquainted with the library system's shelf listing practices,

d. will be able to identify the elements of the catalog card and define the terminology used,

e. will be familiar with the main divisions and structure of the Dewey Decimal Classification,

f. will be familiar with the way classification numbers are assigned and call numbers are built.

ACTIVITIES:

Participants will meet for ____ 2-hour sessions. Techniques of descriptive and subject cataloging, classification, and shelflisting will be presented systematically with discussion, examples, visual aids, and practical problems as appropriate, in sufficient depth that participants gain an overview of cataloging, classification, and shelflisting and develop increased knowledge of specialized terms and techniques.

EVALUATION:

Effectiveness of these activities can best be evaluated by the participants' satisfaction with them and by subsequent job performance, especially by differences in intradepartmental communication.

II.

G.

11. SUBJECT:

Bibliographic searching and use of ready-made cataloging.

PARTICIPANTS:

Participants in this program should primarily be those involved in processing operations.

OBJECTIVES:

Upon completion of this series of workshops participants:

a. will be familiar with sources of ready-made cataloging and will be able to locate available cataloging information for a given book or other item.

b. will be able to use biographical and bibliographical works to verify or construct headings, differentiate between authors with identical names, and settle other questions of identification or description.

ACTIVITIES:

Participants will meet for ___ 1 - 2-hour sessions for explanation and discussion of biographical and bibliographical works. These works will be evaluated as to comprehensiveness, authoritativeness, mode of organization, etc. Search strategies will be discussed and practical problems assigned.

EVALUATION:

The effectiveness of these activities will be best evaluated by the participants' reliability in accurately searching out information needed by catalogers.

II.

G.

12. SUBJECT:

Reference problems in local history.

PARTICIPANTS:

Groups of about 10 persons.

OBJECTIVES:

By the end of the program, participants:

a. will be able to use their own library's collection to find the answers to questions on local history,

b. will be able to refer patrons to the appropriate local agency or organization for local history questions beyond the scope of the local library's collection.

SUGGESTED ACTIVITIES:

Participants will meet weekly for ____ sessions of 1 - 2 hours each.

a. Each session may deal with a different specific area of local history.

b. Sessions may be conducted at the library or at some other place related to the topic such as the Jacksonville Museum, the Kerbyville Museum, etc.

c. In some sessions, participants may meet with compilers of recent books on local history to discuss the contents of the books and interviewing techniques.

d. Participants may also meet with members of the Jackson and/or Josephine County Historical Societies to discuss research techniques or the best sources of local history.

II.

G.

13. SUBJECT:

Discovering local community resources.

PARTICIPANTS:

Groups of about 10 persons.

OBJECTIVES:

Participants will meet weekly for ____ sessions of 1 - 2 hours each. At each session presentations on different local community resources will be given. Sessions may be conducted at the library or at some other place related to the specific topic such as a specific department of the County Courthouse, City Hall, County Health Department, or Lion's Blind Center, etc.

APPENDIX

PROCEDURES FOR PROGRAM DESIGN

GLOSSARY

ACTIVITIES:	Actions specifically designed to accomplish the objective(s).
COMPONENTS:	Hardware and/or software selected on the basis of their potential to carry out the activities required to meet the objective(s).
CONSTRAINTS:	Any known limitations or restrictions imposed that curtail the use of some resources or exclude certain possible activities.
ENVIRONMENT:	The context out of which the need or problem to be solved arises and the context within which the system or group designed to solve the problem operates.
EVALUATION:	The process of analyzing feedback by which it becomes known that the objectives are or are not being accomplished.
FEEDBACK:	Qualitative and quantitative information about the output or results of effort; also, the process by which that output information is gained which is used to determine if the objectives are being achieved.
GOAL:	The general single guiding purpose, usually idealized, which is the mission of the system or group.
NEED (problem):	The deficiency or condition existing within the environment which requires resolution.
NEEDS ASSESSMENT:	Activities by which data about the need or problem is gathered in preparation for seeking solutions.
OBJECTIVES:	Specific outcomes that are expected to be achieved as a means of accomplishing the goal.
PARTICIPANTS:	People selected for their potential to carry out the activities required to meet the objectives.
REQUIREMENTS:	Any known conditions imposed by the environment or the system which must be met for satisfactory completion of the objective.
RESOURCES:	Information, people, materials, money or other means that are available to the system with which the objective may be accomplished.
SYSTEM:	A group of organized interacting, interdependent parts (people, departments, agencies, etc.) united for the achievement of a common purpose or goal.

I. GOAL OF THE STAFF DEVELOPMENT COMMITTEE:

The mission of the Staff Development Committee is 1) to maintain and improve Staff Development on a financially realistic and functionally practical basis; and 2) to develop and improve training programs which fulfill the general, departmental, and individual training needs of the library systems.

II. FUNCTIONS OF THE STAFF DEVELOPMENT COMMITTEE:

The functions of the Staff Development Committee are to:

1. Work with all staff to ascertain their needs for training.
2. Design reasonable and effective training programs.
3. Arrange with other local agencies and educational institutions to design or use other needed training programs.
4. Make recommendations to the directors and library boards regarding policy statements and planning of reward systems for successful completion of training programs.
5. Consult with library directors for their recommendations, attitudes, constraints, and requirements for the design, implementation, and evaluation of training programs.
6. Evaluate implemented programs to determine their effectiveness.
7. Redesign programs not meeting their objectives.
8. Encourage and aid department heads in the development of departmental programs intended to solve departmental problems or to improve operations.

III. STEPS IN WRITING, IMPLEMENTING, AND EVALUATING STAFF TRAINING PROGRAMS:

A. FEEDBACK AND EVALUATION:

This step is actually a separate process in itself which must occur at each step of program development as well as within each program implemented. The process involves:

1. systematically gaining information back about the effectiveness and accuracy of the program in meeting stated needs, and observing the program in action.

2. relating feedback information gained to the stated objectives and the originally determined needs.

3. evaluating the difference between what was expected or wanted and what actually did happen.

4. either redesigning the program; restating the objectives; renegotiating resources and requirements; or scrapping the program.

The thrust of the evaluation process (including participant testing) must be to improve the program, enable it to accomplish program objectives, and meet the needs of participants. Evaluation of the accomplishments of participants as an end in itself is counterproductive.

III.

B. DEFINE THE PROBLEM OR NEED:

This initial step requires gathering as much information as possible to enable a clear and complete statement of the problem to be made. Who needs training? What training do they need? While initial attempts to define the problem are frequently difficult, the process of working out a solution usually illuminates other aspects of the problem which must be incorporated here. On occasion, the problem includes conflicting requirements which are least expensively discovered at this stage. (Another part of problem definition is recognition and consideration of possible restrictions and constraints in the environment and/or the problem situation.) Problem definition should also identify any desirable aspects of the present situation which the system wishes to retain unchanged.

EVALUATION

1. Are the stated needs ones which really exist in the environment?

2. Are the statements of need sufficiently clear and detailed to provide direction in the search for a solution?

If the answer to either question is no, the problem statement should be redefined.

III.

C. ESTABLISH THE GOAL:

This step should be very broadly written in order to allow anything to happen which could possibly be used to alleviate the problem. The goal should provide long-term direction to the entire program.

III.

D. WRITE OBJECTIVES:

This step involves stating achievements which, if accomplished, would move the system or program closer to fulfilling the goal. Different programs may each have different objectives, all of which contribute to the goal of a trained staff. Each objective has four required parts:

1. Result(s) Expected: This may be a single result or a series of results. For training purposes, this should be an action the participant is capable of at the end of the program and not a statement of what the participant will do during training.

2. Participants: This includes those who are expected to produce the expected results or those in whom the expected training results will be produced.

3. Time Frame: The time or date by which the expected result should be capable of demonstration.

4. Measurement: The standard, criteria or other means by which a concrete result will be known to have been accomplished.

Very frequently in writing objectives, vague verbs such as to know, to understand, and to appreciate are used instead of more specific verbs such as to write, to recite, to identify, to demonstrate, to solve, and to find. While use of the former (vague) verbs may be acceptable to the program leader and sometimes to everyone concerned, program designers should be well aware that such undefined expectations have the result of rendering the program incapable of concrete measurement and more importantly of denying all participants of a sense of achievement.

EVALUATION

1. Do the objectives clearly state an outcome?

2. Is the outcome stated in a way that can be easily observed, measured, and evaluated?

3. Are the objectives really oriented to the goal, and beyond, to identified needs?

4. Is training the most direct and most affordable means of accomplishing this objective?

If the answer to any of the above questions is no, the objectives should be restated.

III.

E. LIST POSSIBLE ACTIVITIES:

Here the procedure is to include any activity which might seemingly accomplish the objective no matter how improbable or impossible that activity might seem. This step should not include the means to carry out that activity or what is needed. Travel is an activity - by bus is a means. No possible activity should be "put down" or negated, nor should the resources of the system or environment be included here.

EVALUATION

Ignoring potential costs, can you think of a means by which each listed activity can be made to accomplish the objective(s)?

III.

F. LIST ANY CONSTRAINTS:

What does the environment say must not be done in developing a solution? For purposes of preparing a workshop for a small group of the staff, the environment would include the library system as a whole or any part or person within it. A constraint might include a restriction against closure or a departmental restriction regarding allowance for sufficient staff to maintain operations.

G. LIST ANY REQUIREMENTS.

Does the library system or any part or person within it impose any conditions which must be included? For instance, that all members of a department must complete a specific training activity is a requirement, but that they may not all attend at the same time is a constraint.

Careful attention to these details in the planning stage will help to eliminate problems which could later develop and destroy an otherwise good program.

By this time, if the information discovered in each succeeding step has been evaluated against all the information developed in the preceding steps, it should now be possible to narrow the range of possible solutions or activities and to begin selecting required components. It may also be necessary to frequently revise preceding steps in light of information developed later.

EVALUATION

1. Are any possible activities still viable after comparing them to the lists of constraints and resources?

2. Can any activities not matching the lists of constraints and requirements be changed to conform?

3. Are any of the constraints and requirements negotiable?

III.

H. DEVELOP LISTS OF ALL KNOWN COMPONENTS FOR THE MOST PROMISING ACTIVITIES LISTED:

This list should include any physical arrangements, furniture, equipment, supplies, refreshments, faculty, or anything else for which a cost or fee might be charged to the program. It is from these lists that a cost analysis of the program can be produced thus enabling a cost-benefit study to be made of the various alternative activities being considered. An accurate comparison would also include participant costs in mileage, time, and substitute time if needed. Evaluation of this step should enable a solution or alternative to be selected for implementation.

EVALUATION

Do all alternates fulfill all objectives, constraints, and requirements? Prioritize those that do, in order, from most potentially effective to least potentially effective.

III.

I. PREPARE SUMMARY OF RESOURCES:

This list should contain anything available to the system or group that will enable implementation of the program. Funds available should include how much and for what purposes.

EVALUATION

1. Does this listing eliminate any possible activities?
2. Are any eliminated possibilities of sufficient worth to merit a search for more affordable means?
3. If the most potentially effective means has been eliminated on the basis of cost, can that alternative be made more affordable without unduly sacrificing effectiveness?
4. If no to the previous question, can the resources be negotiated?

III.

J. DECIDE AND IMPLEMENT:

At this stage the decision to implement should be elementary. Much more complex however is the means of evaluating the program to determine if it is accomplishing its stated objectives. If it is not, then the program designer needs to know why it is not and to what extent it is falling short.

EVALUATION

1. Is the program operating closely enough to expectation to allow completion?

2. Has serendipity occurred in the program?

3. Are problems in the program the result of faulty design, or are they the result of unreasonable expectation?

4. Were expectations (objectives) set too low?

5. How can the program be improved?

SUGGESTED PROGRAM FORM

SUBJECT:

OBJECTIVE(S) OF THE PROGRAM:

WHY IS THIS PROGRAM NEEDED OR DESIRABLE?:

WHAT ACTIVITIES DO YOU SUGGEST?:

NUMBER OF MEETINGS_____LENGTH OF MEETINGS_____

NUMBER OF PARTICIPANTS_____

WOULD YOU LIKE TO (_____PRESENT _____HELP WITH) THIS PROGRAM?

WHOM WOULD THIS PROGRAM BENEFIT MOST?

DO YOU HAVE NEED OF THIS PROGRAM?

_____
Signature

_____
Department

DATE:_____

20
7/2/76

PROGRAM EVALUATION FORM

NAME: _____

WORKSHOP: _____

LEADER: _____

DATE: _____

A. OBJECTIVES:

1. Were the objectives of the program clear?

2. Do the stated objectives address your needs?

3. If you answered no to either of the above questions, please tell what you think is needed.

B. ACTIVITIES:

1. Did you understand what was expected of you?

2. Did the activities fit the objectives?

3. If you answered no to either of the above questions, please tell what you think is needed.

C. LEADER(S):

1. Did you have any difficulty understanding the leader(s)?

   If yes, please explain.

2. Do you have any suggestions for the leader(s)?

21
7/2/76

D. GROUP:

1. Group size was _____too large, _____too small, _____good as is.

2. Group composition was _____okay, _____not mixed enough, _____too mixed.

3. Group interaction was _____not good, _____adequate, _____excellent.

Please comment on any of the above questions if you feel further explanation would be helpful.

E. OVERALL PROGRAM:

1. Did it accomplish its stated objectives?

2. Did it help you in your work?

Please explain your answers to the above two questions.

If you wish to make any other comments or suggestions about this program, do so here.